



Indiana Department of Education

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Indiana Superintendent of Public Instruction

George Washington Community High School Proposed Outline of Scope of Work for Year 3 Lead Partner Initiative

The Indiana Department of Education (IDOE) looks forward to serving as the lead partner for George Washington Community High School (GWCHS) during the 2013-14 school year. The IDOE will provide technical and targeted support to GWCHS to improve student academic achievement. Based on a root cause analysis of the most current data at George Washington Community High School, the following goals are proposed. The IDOE will begin this scope of work and also perform a School Quality Review and root cause analysis to verify the primary and secondary work priorities.

The School Quality Review and root cause analysis is necessary to identify gaps from outlined goals in the previous scope of work from the 2012-2013 SY. The instructional priorities identified for 12-13 by IPS, GW and previous lead partner included:

- Increase Student Engagement and instructional rigor;
- Build Teachers' capacity to meet the educational needs of English Language Learners (ELL);
- Assist in the implementation of Response to Intervention (RtI) program;
- Improve reading and writing across all content areas; and
- Support leaders in managing school change.

In the subsequent pages you will find the proposed Primary Goals, Key Actions Steps and data that supported the identification of these goals. At this time our plan accounts for the above previously identified priorities as well as incorporating a next level of expectation and intervention. The supports in our plan link back to the previous priorities are marked with an *.

After each goal an outline with further details on lead person from the IDOE, the progress monitoring tool, proposed method of delivery for services and approximate amount of time devoted to the support is provided.

Scope of Support

Level 1: Minimum of
Contact Time 50 Hours

Level 2: Minimum of
Contact Time 25 Hours

Level 3: Minimum of
Contact Time 10 Hours

Contact Time:

- Direct Time at School
- Time in Planning with School Staff via technology
- Providing support to Identified Support Partner for Work (Partner Time also defined as contact time)

Primary Goals and Key Action Steps for 2013-2014 School Year

Goal 1: Direct the implementation of a comprehensive literacy program and intervention

Baseline data: For the past three years, **GWCHS** has had a pass rate of 45.2 (2010-11), 48.4 (2011-12) and 38.4 (2012-13) on English 10 End of Course Assessments.

In **grade 7**, 48.6% (2010-11), and 33.3 (2011-12) passed ISTEP+ English Language Arts (ELA). In **grade 8**, 23.1 (2010-11) and 34.8 (2011-12) passed ISTEP+ ELA standards.

The data clearly indicates a need for a comprehensive literacy program with supporting professional development. We propose the following support to accomplish this goal:

1. Direct the implementation of a comprehensive Literacy Curriculum designed for non-English speakers and students who need intensive literacy development
2. Direct the implementation of a school-wide literacy intervention
3. Facilitate literacy coaching and modeling
4. Ensure high impact instructional strategies will be employed consistently in all content areas
5. Provide on-going professional development on best literacy instructional strategies including differentiated instruction and intervention strategies
6. Provide professional development for administrative team on a system of comprehensive monitoring to guarantee that high impact instructional strategies are implemented consistently and with fidelity.*
7. Collaborate with community partners to support literacy initiatives in a targeted and intentional manner with goals aligned with school improvement plan goals.*
8. Provide teachers with ongoing support and resources to continue implementation of the Response to Instruction (RTI) model and ways to serve special populations, including special education and English learner students.*
9. Review and recommend a comprehensive system for progress monitoring by use of formative data.*

Support	IDOE Staff Responsible	Progress Monitoring Tool	Method of Delivery	Scope of Support
1. Literacy Curriculum for ELL	Charlie Geier ELL, Migrant and Early Learning Director	LAS Links	Direct PD for Staff Coaching Modeling	Level 2
2. School Wide Literacy Intervention	John Wolf & Jill Lyday Literacy Specialists	Literacy Data	Direct PD for Staff Modeling IT Support if Needed	Level 2
3. Literacy Coaching & Modeling	Jill Lyday & John Wolf Literacy Specialists	Literacy Data	Direct PD for Staff Modeling Coaching	Level 1
4. High Impact Instructional Strategy Use and Monitoring	Heather Baker & Diane McKinley Outreach Coordinators	Achievement Data	Direct PD for Staff and Administrative Team Model Coaching	Level 2
5. Literacy Instructional Strategies	Jill Lyday & John Wolf Literacy Specialists	Literacy Data	Direct PD for Staff Modeling Coaching	Level 1
6. Comprehensive Monitoring Plan*	Heather Baker & Diane McKinley Outreach Coordinators	Rubrics for Walkthrough Effectiveness	Direct PD-Education Services Center	Level 2
7. Community Partners Literacy Alignment*	Heather Baker & Diane McKinley Outreach Coordinators	Literacy Data	Lead Partner Meetings Map Community Strategies	Level 3
8. RtI System*	Heather Baker & Diane McKinley Outreach Coordinator	Remediation Plans and Student Data	Direct PD	Level 2
9. Comprehensive Monitoring System	Michele Walker Director of Assessment	Developed Tool with Differentiated options for progress monitoring	Direct Planning Direct PD on Use and implementation	Level 3

Goal 2: Develop internal leadership capacity at GWCHS

Baseline data: GWCHS has had three principals in the past two years. In 2012, 77% of staff returned to GWCHS and in 2013, 81% of staff returned to GWCHS. The student population experienced significant changes, particularly with special population groups.

We propose providing the following support to accomplish this goal:

1. Create an instructional leadership team to build leadership capacity at GWCHS that includes continuation of the professional learning community design.*
2. Design a data-driven, differentiated professional development plan.*
3. Develop and utilize a comprehensive monitoring plan to actively monitor lesson design, implementation of the literacy initiative, student engagement, instructional practices, and effective use of on-going formative student data.*
4. Assist the administrative staff with the implementation of teacher evaluation best practices, classroom walk-throughs, and reliability and validity of teacher evaluation results.*
5. Develop a structure and system for site-based decision making and intentionally develop the leadership skills of faculty and staff.*
6. Utilize the community partners to assist with the achievement of the instructional leadership team goals.

Support	IDOE Staff Responsible	Progress Monitoring Tool	Method of Delivery	Time Allocation to Support
1. Leadership Development and PLC Process	Heather Baker & Diane McKinley Outreach Coordinators	PLC Minutes Student Achievement Data Staff Survey	Direct PD for Administrative Staff and Teachers	Level 1
2. Professional Development Plan-Map for year	Heather Baker & Diane McKinley Outreach Coordinators	PD Calendar Staff Survey	Direct Planning Collaboration with Administrative Team	Level 3
3. Professional Monitoring Plan	Heather Baker & Diane McKinley Outreach Coordinators IT Support if Needed*	System Tools Documents Staff Interviews	Direct Planning Coaching	Level 2
4. Best Practices Teacher Evaluation Tools	Heather Baker & Diane McKinley Outreach Coordinators Risa Regnier Assistant Superintendent	Staff Survey Administrative Interviews	Direct Planning Coaching	Level 3
5. Leadership Building Capacity	Heather Baker & Diane McKinley Outreach Coordinators	Staff Survey Administrative Interviews	Direct Planning Coaching	Level 3
6. Community Partner Links	Heather Baker & Diane McKinley Outreach Coordinators	Administrative Interviews Community Partner Feedback	Direct Planning	Level 3

Goal 3: Implement an intentional data disaggregation process that informs instruction (8 Step Process)

Baseline data: GWCHS educators do not use its student data system consistently and effectively to inform instruction and students do not “own” their own data. With regards to technology, GWCHS has a student management system. A data specialist, who compiles real time assessment data, demographic data, etc., is employed by GWCHS. The principal conducts monthly data talks (a component of 8 Step). The staff has a very basic level of ability to use data to guide instruction. The principal wants to more deeply use data to "take it to the next level" with her staff in order to make the deep impact that needs to occur immediately at GWCHS.

We propose providing the following support to accomplish this goal:

1. Direct the use of on-going assessment program that informs instructional interventions as well as enrichment opportunities for students*
2. Facilitate relevant instructional data sharing between faculty and staff*
3. Assist faculty to appropriately respond to data by intentionally designing and providing differentiated responses to support learners*
4. Provide professional development to GWCHS staff to support the use of data
5. Assist the principal in leading conversations with all stake-holders and sharing the data to ensure efficient system of data collection with regular and on-going monitoring of student progress.
6. Utilize the community partners to assist with the use of data to inform the community partnership goals and work of GWCHS.
7. Ensure students have a data conversation with a counselor, mentor, or staff member each quarter to their track progress and set goals for growth.

Support	IDOE Staff Responsible	Progress Monitoring Tool	Method of Delivery	Time Allocation to Support
1. Assessment Program	Michele Walker Director of Assessment		Direct Planning with Administrative Team	Level 3
2. Data Sharing Plan	Michele Walker Director of Assessment	Staff Survey	Direct Planning and Coaching with Administrative Team	Level 3
3. Data Response to Support Differentiation	Michele Walker Director of Assessment Heather Baker Outreach Coordinator	Staff Survey Minutes of Meetings Data Spreadsheets	Direct PD for Staff	Level 2
4. Data Driven Decision Making	Michele Walker Director of Assessment Heather Baker Outreach Coordinator	Staff Survey Minutes of Meetings Data Spreadsheets	Direct PD for Staff	Level 2
5. Data Conversations	Michele Walker Director of Assessment	Administrative Interview Stakeholder Evaluation	Direct Support for Administrator	Level 3
6. Community Partners Collaboration	Heather Baker Outreach Coordinator	Community Partner Evaluation	Direct Planning and Modeling for Administration	Level 3
7. Student Data Conversations	Heather Baker Outreach Coordinator Amanda Culhan Program Coordinator for school counseling	Student Interviews System of Viewing Student Folders	Direct PD for staff	Level 3

On Goal 4: Ensure leadership and operation systems are efficiently implemented, clearly communicated, and are designed to be sustainable.

Baseline data: GWCHS has had three new principals in the past two years and high turnover and mobility with staff and students. Final IDOE monitoring observations evidence this as a need area.

We propose providing the following support to accomplish this goal:

1. Ensure all school routines, procedures, discipline expectations, and systems are firmly established and communicated to all.
2. Assist the principal to evaluate the school's budget, review funding levels and permissible uses, and identify gaps/opportunities to ensure spending is aligned with the priority goal of maximizing student learning.
3. Ensure systems for management of student records, schedules, classroom assignments, calendars, supplies, and other resources are in place and operating efficiently.
4. Direct that counseling staff are working with students and staff to ensure a system of monitoring student progression is in place.
5. Ensure school goals are clear, posted, and thoroughly communicated and develop a systemic process for ongoing monitoring, evaluating, and reflecting on school goals and progress.
6. Utilize the community partners to assist with ensuring leadership and operational processes are aligned to school goals, clearly communicated, and effectively implemented and supported.
7. Ongoing leadership coaching will be provided to the administrative team and with the Instructional Leadership Team and site-based decision-making committees to build capacity and sustainability.

Support	IDOE Staff Responsible	Progress Monitoring Tool	Method of Delivery	Time Allocation to Support
1. School Routines	Heather Baker & Diane McKinley Outreach Coordinators	Observation Student Climate Survey Staff Survey Stakeholder Survey	Direct Planning with Administrative Team	Level 2
2. Budget Evaluation	Heather Baker & Diane McKinley Outreach Coordinators		Direct Planning and Administrative Team	Level 3
3. Operations	Heather Baker & Diane McKinley Outreach Coordinators	Observation Staff Survey Stakeholder Input	Direct Planning with Administrative and Support Staff	Level 3
4. Student Records	Amanda Culhan Program Coordinator for school counseling	Observation Evaluation of System	Direct Planning with Administrative and Support Staff	Level 3
5. Communication of Goals	Heather Baker & Diane McKinley Outreach Coordinators	Observation Walk Throughs	Direct Planning with Administrative and Support Staff	Level 3
6. Community Partner Collaboration	Heather Baker & Diane McKinley Outreach Coordinators	Community Partner Evaluation	Direct Planning and Modeling for Administration	Level 3
7. Leadership Coaching	Heather Baker & Diane McKinley Outreach Coordinators	Staff Survey Staff Evaluation Observation	Direct Professional Development Modeling Coaching	Level 2